



## SOHO PARISH PRIMARY POLICY

### English Policy

<b>Most recent review</b>	<b>March 2020</b>	<b>Next review due</b>	<b>March 2022</b>
<b>Governor committee responsible</b>	<b>SAW</b>	<b>Written by</b>	<b>Robyn Churchman</b>

At Soho Parish, we understand the importance of developing life-long readers and writers. Not only do these skills enable children to progress at school, but they build the foundations of their future accomplishments. We aim to inspire children with a variety of literature, building enthusiasm which can then be reflected in their writing. The teaching methodology used at the school is Talk for Writing, which allows children to orally imitate language before writing.

#### **Aims**

*We aim to:*

- Encourage reading for pleasure, introducing children to texts that meet their needs and interests.
- Develop children's ability to become confident users of language, both written and oral.
- Ensure that children have access to a broad, balanced and creative curriculum; including using texts that are multicultural or written by authors from a variety of backgrounds.
- Build comprehension skills that will enable children to access, understand and analyse the literature that they read.
- Provide children with spelling, punctuation and grammatical structures that will underpin their writing.
- Where possible, provide children opportunities to write for a purpose.
- Teach children to proof read, edit and evaluate their own writing; as well as the work of others.

*In order to achieve these aims, the following principles are followed:*

#### **Curriculum organisation**

In Reception, as the learning is based upon the interests of the children, fairy tales and traditional tales are used writing stimuli. Once a term, a second book is also used which is linked to one of our key curriculum drivers. Teaching is planned from the Development Matters programme of study and also used to record observations of the children. Opportunities for writing are provided through group work, which link to the teacher input, as well as through independent choice.

In Key stage 1 and 2, picture books are used as stimuli for writing. This is to ensure that the texts are accessible to all children prior to being required to write about them. The picture books also form the basis of the curriculum for each year group, where key concepts form a correlation between the text and the learning in other subjects. The books are rotated over a two-year cycle, to ensure that children are exposed to a variety of texts which are not repeated. English skills are taught by following the National Curriculum programmes of study.

## **Phonics**

In Reception and Year 1, the 'Sounds Write' phonics scheme is used to teach the three essential skills of blending, segmenting and phoneme manipulation.

- Phonics is taught daily by the class teacher.
- The scheme is split into units of sound, starting with initial code and then progressing to extended code.
- The sessions are taught as a whole class, ensuring that all children are exposed to the new sounds.
- Interventions are held for children who have not yet acquired the sounds from previous units.
- Phonics is also taught to children throughout the school who are not working at age related expectations.
- A progression grid can be found in the appendix (appendix 3)

## **Early reading**

In order to support pupils in the early reading phase:

- Children who are receiving phonics lessons read books which contain the sounds of the unit that they are currently learning.
- From Year 1 onwards, children are assessed in reading using the PM Benchmark resource.
- When a child is assessed at reading level 12+, they will be given books to read based upon this judgement.
- When a child reaches the reading level of 26+, they are now classed as free readers.
- Children take reading books home with them and they are changed weekly.
- The Children's Literacy Charity run interventions to support children who are working below age related expectations.
- The programme 'Lexia' is used as an intervention for children who are working below age related expectations.

## **Guided reading**

In Reception and Key stage 1:

- Children are grouped based on their reading level. They will be assessed through their phonics assessments or PM Benchmark.
- Children are given a book and read this with an adult as part of their group.
- Children are then given the book to take home and will change it during their next guided reading session.
- Teachers ask children comprehension questions about the text to ensure their understanding.

In Key stage 2:

- Guided reading is taught as a whole class lesson once a day and there are four lessons per week.

- Specific interventions are held for children working below age related expectations.
- Lessons are planned around a chapter book, which changes termly.
- The text is part of the two-year curriculum cycle and shares the same concept as the picture book used for writing.
- Specific reading comprehension skills are taught in lessons, such as inferring and making predictions.
- Children are given the opportunity to read the text aloud.
- Comprehension activities are linked to the key text.
- Non-fiction texts are also used during guided reading sessions, linked to the key text where possible.

### **Reading for pleasure**

At Soho Parish, we value the importance of reading for pleasure outside of the classroom. In order to promote this ethos, we:

- Schedule time at the end of each day to read aloud to the children. This book is not linked to the termly concepts, but is part of the two-year curriculum cycle. This ensures that 'read aloud' books are not repeated in different year groups and therefore exposes children to a wide range of literature.
- Allow the time for children to share the book they are currently reading at the start of one assembly per week. If a child wishes to share with the school, they inform the English Co-ordinator.
- Ensure that our school library is accessible to all children. The class teacher can schedule group visits to the library, or children can visit during their breaktime; providing that it is open and an adult is present.
- Have a Reading Shed as part of our school playground. Children are encouraged to leave books there that they no longer wish to read and to take a new book in exchange. This is also a space for children to read at breaktime.
- Appoint Class Librarians who encourage children to use the class book corners. They ensure that the Reading Shed is being used correctly and that books are kept in a good condition. They are given tasks to promote different books and authors within their class as well as help to organise whole school reading events.
- Encourage teachers to read books which are age appropriate to their class and recommend them to their pupils. There is a space in each classroom where the teacher displays the recommended books, which are available for children to borrow.

### **Spelling**

In Reception and Year 1, spelling is taught through the daily phonics sessions. From Year 2-6, teachers use the 'No Nonsense Spelling' programme to deliver spelling lessons. The class teacher sets a spelling list, based on the National Curriculum programme of study, once a week. A variety of different techniques are modelled and used by pupils in order to learn their spellings. It is at the discretion of the class teacher as to whether a spelling test is given to assess the pupils.

## **Writing**

At Soho Parish we have adopted Pie Corbett's 'Talk for Writing' as a model for teaching writing. The theory behind the method is that children need to be able to develop their oracy and 'talk the text' before using it as a model for their own writing. Through a range of different activities, they rehearse retelling the text in order to internalise the vocabulary and structures, before moving through the following stages:

### *Cold Write*

The 'cold write' is used as an assessment and planning tool for teachers. The children will be asked to write in the style of the text type that they will be learning about, a meeting tales for example. As this is prior to the teaching, the written work will be used to inform the teacher of areas that certain children, or the whole class, need to be taught.

### *The Imitation Stage*

Using the key text, the teacher will write a model example to share with the children. They will select a text type, writing structure, grammatical features and vocabulary that they need to teach their class. Alongside rehearsing and learning the model text, the class will create a text map of the story. Images are drawn to help children to learn the structure of the text. They will then 'box up' the text. This is where the model is split into sections and analysed. Features will be highlighted such as what happens in each paragraph, what tools are being used and which grammatical structures are included. Grammar and punctuation activities are incorporated into lessons to teach children rules and conventions. Short burst writing opportunities are provided to ensure that children are regularly writing creatively. These activities can be standalone or used to build towards their innovated piece of writing.

### *The Innovation Stage*

Once the children have internalised the text, they will move to using the model as a structure for their own writing. During this stage, spelling, grammar and sentence games are incorporated to provide children with oral and written practice of the features required to write. The teacher will use shared and modelled writing to teach children how to plan and write their own version of the text. They use the 'boxed up' version of the model text to adapt certain elements (such as character or setting) and then plan and write their own version.

### *The Invention Stage*

In this stage, children move towards becoming independent writers. Although the invented piece of writing will be in the context of the picture book and model text, new ideas for content are provided. This could include writing a story from a different point of view or a sequel. The teacher will encourage children to use the taught structures in this piece of writing.

### *Hot Write*

The piece of writing produced from the invention stage is called a 'hot write', which is used as an

assessment tool by the teacher. Whilst moderating the piece of work alongside the 'cold write', teachers will be able to analyse the specific progress that a child has made throughout the process.

## **SEN**

Children with special educational needs will use the same picture book as their class as a writing stimulus. If needed, individual children or groups of children will follow the Talk for Writing process with a model text tailored to their targets.

## **Assessment**

In order to monitor the progress and attainment of our pupils, we:

- Use phonics and teacher assessments to track at which unit each child is working at and the sounds they need to learn.
- Assess the reading levels of children in Key stage 1, and Key stage 2 where necessary, using PM Benchmark.
- Rising Stars termly PiRA standardised tests are used in Year 2-6 to benchmark children against national averages in reading.
- Teachers are provided with a moderation form for each pupil, which contain the key performance indicators for each year group. This is used to assess each 'hot write'.
- All teaching staff meet once a term to cross moderate pieces of writing from each year group.

## **Planning**

In order to ensure that a variety of text types are covered, teachers complete a yearly overview for English. In each half term they plan for four weeks of fiction teaching and two weeks of non-fiction. One non-fiction unit is used to teach poetry (Appendix 1). The weekly planning document is used to encourage teachers to plan broad and balanced lessons. For each lesson there is a section to plan for reading, writing, spelling and grammar tasks. Teachers will then plan activities which are word/sentence games, direct teaching, guided activities and independent activities (Appendix 2).

## **Appendices**

Appendix 1: Soho Parish English text mapping

Appendix 2: Soho Parish English weekly plan

Appendix 3: Sounds Write progression

**Appendix 1: Soho Parish English yearly overview**

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Poetry
<b>Concept</b>												
<b>Text</b>												
<b>Text Type</b>												
<b>Focus</b>												
<b>Cross-curricular</b>												

## Appendix 2: Soho Parish English weekly plan

### Soho Parish English weekly Plan

Class: Year	Term:	Week:	Teacher(s):	Topic theme:	
NC objectives:					
Session	Learning intention	Daily word/sentence game	Direct teaching	Guided activities	Independent activities
1	Writing Reading Grammar Spelling				
2	Writing Reading Grammar Spelling				
3	Writing Reading Grammar Spelling				
4	Writing Reading Grammar Spelling				

### Appendix 3: Sounds Write Progression

Year	Term	Content
Reception	autumn	Initial Code Units 1-7
	spring	Initial Code Units 8-11
	summer	Consolidation of Initial Code 8-11 Introduction of Extended code – 2 or 3 sounds
1	autumn	Consolidation of Initial Code 9-11 Extended code – start at Unit 1 again
	spring & summer	Continue Extended code At /oe/ introduce Polysyllabic level lessons <i>alongside</i>
2	All terms	Continue Extended code from Y1 end point, which is usually at around Unit 25 (units will consolidate known spellings and include <i>more spellings</i> ) Continue Polysyllabic level lessons